

Curriculum Long Term Plan - Year A
Years 3 and 4

Subject	Autumn <i>Chocolate</i>	Spring <i>All The Fun Of The Fair!</i>	Summer <i>Ancient Egypt</i>
<p>English <i>See medium term planning for NC coverage</i></p>	<p>Whole class texts: 'Willy Wonka and the Chocolate Factory' by Roald Dahl (Autumn 1) 'A Chocolate Tree' by Linda Lowery' (Autumn 1) 'Pugs of the Frozen North' by Philip Reeve (Autumn 2)</p> <p>Narrative</p> <ul style="list-style-type: none"> * Warning story based on 'Willy Wonka and the Chocolate Factory' * Character description – character from 'Willy Wonka and the Chocolate Factory' * Folk Tale (Mayan) based on 'A Chocolate Tree' by Linda Lowery' * Myth writing * Story writing – another pug adventure (end of unit) <p>Non-fiction</p> <ul style="list-style-type: none"> * Persuasive writing – advert for a new chocolate bar * Newspaper report – based on 'Willy Wonka and the Chocolate factory' * Diary entry as Shen from 'Pugs of the Frozen North' * Information text – animals * Newspaper article on the 'Great Northern Race' <p>Poetry</p> <ul style="list-style-type: none"> * Narrative poem - 'Chocolate Cake' by Michael Rosen * Free Verse poem - 'The Magic Box' by Kit Wright – adapt to 'The Chocolate Box' 	<p>Whole class texts: 'Leon and the Place Between' by Angela McAllister (Spring 1) 'The Iron Man' by Ted Hughes (illustrated by Laura Carlin) (Spring 2)</p> <p>Narrative</p> <ul style="list-style-type: none"> * Story – 'World of the Unexpected' * Narrative – 'The Rabbit's Story' telling of how she came to interact with :Leon * Direct Speech <p>Non-fiction</p> <ul style="list-style-type: none"> * Description – a circus act * Advice letter to Leon * Diary entry as Leon * Description of the Iron Man * Diary entry in role as Hogarth describing the night he met the Iron Man * Letter writing in role as the farmer asking Hogarth's father what to do * Newspaper article about the Iron Man * Persuasive writing – a book trailer that promotes the book <p>Poetry</p> <ul style="list-style-type: none"> * A list poem – 'The Circus' 	<p>Whole class texts: 'Oliver and Seawigs' by Philip Reeve 'The Time travelling Cat and the Egyptian Goddess' by Julia Jarman</p> <p>Narrative</p> <ul style="list-style-type: none"> * Character descriptions * Chant of the sea monkeys * Write the story from a different character's point of view * Describing a mystical cat * Time travel stories <p>Non-fiction</p> <ul style="list-style-type: none"> * Diary entry as Oliver * Instructions – how to make a 'Seawig' * Instructions – how to train a sea monkey * Argument – Should Cliff stay or leave? * Diary entry as Topher * Non chronological report on Egyptian cats/Gods of cats <p>Poetry</p> <ul style="list-style-type: none"> * Personification in poetry (based on 'The Sea's Hands by George Szirtes')
<p>Mathematics <i>See White Rose Maths medium term planning</i></p>	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> • Place value • Addition and Subtraction <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> • Addition and Subtraction (cont.) • Multiplication and Division 	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions and Decimals <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> • Fractions and Decimals (cont.) 	<p><u>1st half term:</u></p> <ul style="list-style-type: none"> • Length and Perimeter • Time • Shape <p><u>2nd half term:</u></p> <ul style="list-style-type: none"> • Shape (cont.) • Y3: Volume and Capacity/Y4: Co-ordinates • Statistics
<p>Science <i>(All science to be taught to both year groups)</i></p>	<p>(Y4) States of Matter: <i>compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</i></p> <p>(Y3) Animals, including humans: <i>identify that animals, including humans need the right types and amount of nutrition, and that they cannot make their own food - they get nutrition from what they eat</i></p>	<p>(Y3) Forces and Magnets: <i>compare how things move on different surfaces; notice that some forces need contact between two objects, but magnetic forces can act at a distance; observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having two poles; predict whether two magnets will attract or repel each other, depending on which poles are facing</i></p> <p>(Y4) Electricity: <i>identify common appliances that run on electricity; construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires,</i></p>	<p>(Y3) Humans: <i>identify that humans have skeletons and muscles for support, protection and movement (Link to Egyptian mummification)</i></p> <p>(Y4) Animals, including humans: <i>describe the simple functions of the basic parts of the digestive system in humans;</i></p>

	(Y4) Animals, including humans: identify the different types of teeth in humans and their simple function	bulbs, switches and buzzers; identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise some common conductors and insulators, and associate metals with being good conductors	
Working scientifically: ask relevant questions and use different types of scientific enquiries to answer them; set up simple practical enquiries, comparatives and fair tests; make systematic and careful observations, and take accurate measurements using standard units and a range of equipment (including data loggers and thermometers; gather, record, classify and present data in a variety of ways to help answer questions; record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables; report on findings from enquiries (including oral and written explanations, displays, presentations of results/conclusions; use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; identify differences, similarities or changes related to simple scientific ideas and processes; use straightforward scientific evidence to answer questions to support findings			
Computing (See overview for more detail – link to learning in other areas)	<ul style="list-style-type: none"> To use technology safely, respectfully and responsibly and recognise acceptable/unacceptable behaviour. Basic skills - To use a variety of software on a range of digital devices. 	<ul style="list-style-type: none"> 	
Ongoing: Y3 use digital technology safely and show respect for others when working online; Y4 demonstrate that they can act responsibly and make sensible choices when using computers. (Linked to Contact, Conduct, Content and Commerce)			
DT	Design and make Chocolate Bar Wrappers	Design and make a Fairground Ride	Design and make an Egyptian Shaduf
Teaching Design Technology will include opportunities to: Design: <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups: describe the purpose of their products; indicate the design features of their products that will appeal to intended users; explain how particular parts of their products work; gather information about the needs and wants of particular individuals and groups; develop their own design criteria and use these to inform their ideas Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design: generate realistic ideas, focusing on the needs of the user; make design decisions that take account of the availability of resources Make: <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately: explain their choice of tools and equipment in relation to the skills and techniques they will be using; Select from and use a wider range of materials and components, including construction materials, textiles, ingredients, mechanical components and electrical components, according to their functional properties and aesthetic qualities Follow procedures for safety and hygiene Order the main stages of making Evaluate: <ul style="list-style-type: none"> Investigate and analyse a range of existing products: how well products have been designed; how well products have been made; why materials have been chosen; what methods of construction have been used; how well products work; how well products achieve their purposes; how well products meet user needs and wants; know who designed and made the products; where products were designed and made; when products were designed and made; whether products can be recycled or reused Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work: identify the strengths and areas for development in their ideas and products; refer to their design criteria as they design and make; use their design criteria to evaluate their completed products Understand how key events and individuals in design and technology have helped shape the world: know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products Technical Knowledge: <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures: know that materials can be combined and mixed to create more useful characteristics Know that materials have both functional properties and aesthetic qualities Understand and use mathematical systems in their products (e.g. gears, pulleys, cams, levers and linkages) Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors) Apply their understanding of computing to program, monitor and control their products Cooking and Nutrition: <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet: know that food ingredients can be fresh, pre-cooked and processed Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (including, where appropriate, the use of a heat source); know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking; know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The 'eat well plate'; know that to be active and healthy, food and drink are needed to provide energy for the body Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed: know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world 			
Geography	Central America (The Mayans) - locate the world's countries, using maps to focus on Central America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities; describe/ understand key aspects of the physical geography of Central America including: climate zones, vegetation belts, rivers etc		Egypt - locate the world's countries, using maps to focus on Egypt, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities; identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle; describe/understand key aspects of the physical

			geography of Egypt including: climate zones, vegetation belts, rivers and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (the local area) and Egypt
History	Mayan civilisation c AD 900 - A non-European society that provides contrasts with British history (link to 'chocolate')		Ancient Egypt - The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt
<p>History teaching will include opportunities to develop:</p> <ul style="list-style-type: none"> * Chronological understanding: Develop a chronologically secure knowledge and understanding of British, local and World history; Develop the appropriate use of historical terms: recognise that the past can be split into different periods of time; order, place, and locate the historical periods, events, people and changes that are studied on a timeline ; begin to date historical periods and events ; begin to use the correct terms for periods in history; use an increasing range of common words and phrases relating to the passing of time e.g. 'previous', 'recent', 'modern', 'ancient', period, century * Knowledge and Understanding: Continue to develop a secure knowledge and understanding of British, local and world history; Note connections, contrasts and trends over time; Establish clear narratives within and across the periods they study; Develop the appropriate use of historical terms: show knowledge and understanding of historical periods, events and people being studied; begin to identify significant features of the historical periods being studied; give causes/effects for some important historical events/changes; recognise some of the similarities and differences between different periods in history; make connections between historical periods and today; understand and use historical vocabulary related to the historical periods, events and people being studied * Enquiry: Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance; Understand how our knowledge of the past is constructed from a range of sources: ask and answer a range of questions about the historical periods being studied; make suggestions as to which sources of evidence to use in order to answers; questions about the past; use sources of information in ways that go beyond simple observations to answer questions about the past. (infer/deduce from sources); begin to make connections between information provided in more than one source; know that the type of information available about the past depends on the period of time studied; understand that what we know about the past is dependent on what has survived * Interpretation: Discern how and why contrasting arguments and interpretations of the past have been constructed: know that there are different opinions and interpretations about people and events from the past; identify a range of ways in which the past is represented; recognise that recounts are someone's interpretation of past events: differentiate between historical fact and opinion * Organisation and Communication: Construct informed responses that involve thoughtful selection and organisation of relevant historical information; Develop the appropriate use of historical terms: select and recall specific details and episodes about the historical periods, people and events that are studied; communicate historical knowledge and understanding in a variety of ways (orally and in writing) using dates and some specialist historical vocabulary; begin to select and organise historical information about the periods, events and people being studied; begin to summarise what has been learned about the past 			
Art and Design (Ensure use of a sketchbook)	Sculpture – Mayan pots <ul style="list-style-type: none"> * Use: clay * Develop techniques of: creating textured surfaces * Learn about surviving Mayan pots and compare with that of modern ceramic artists (e.g. Elizabeth Fritsch or Mary Rose Young) and compare/make links to their own work 	Textiles – Fairground Bunting (whole class project) <ul style="list-style-type: none"> * Use: a variety of carefully selected textiles * Develop techniques of: attaching different elements using stitching, straight stitch, running stitch or cross-stitch * Learn about fairground art/design and compare/make links to their own work * Study the 'jazz' work of Henri Matisse 	Printing (string printing) – Hieroglyphs <ul style="list-style-type: none"> * Use: string and a variety of papers * Develop techniques of: colour-mixing using two coloured inks; cutting a simple stencil and using this for printing * Learn about Egyptian hieroglyphs and compare/make links to their own work
Music See Charanga for medium term planning (14509 MPSSchool) and differentiate units accordingly as these units are intended for Y3	<ul style="list-style-type: none"> • Orchestras and Ensembles • Glockenspiel <p>Teaching of music will enable children to:</p> <ul style="list-style-type: none"> * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise and compose music for a range of purposes using the inter-related dimensions of music * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Samba • Three Little Birds 	<ul style="list-style-type: none"> • Blackbird • History of Music
PE See 'Colchester United' medium term planning	<ul style="list-style-type: none"> • Football • Dance 	<ul style="list-style-type: none"> • Rugby • Gymnastics 	<ul style="list-style-type: none"> • Athletics • Fielding games • Swimming
RE See	<ul style="list-style-type: none"> • The Creation 	<ul style="list-style-type: none"> • Sikhism 	<ul style="list-style-type: none"> • Pentecost

<i>'Understanding Christianity' for medium term planning</i>	<ul style="list-style-type: none"> • Incarnation • Christmas 	<ul style="list-style-type: none"> • Salvation 	<ul style="list-style-type: none"> • God • Judaism
PSHE	<ul style="list-style-type: none"> • Wellbeing and Healthy Eating 	<ul style="list-style-type: none"> • Relationships 	<ul style="list-style-type: none"> • Living in the Wider World
French	<ul style="list-style-type: none"> • Ourselves 	<ul style="list-style-type: none"> • Home and Family 	<ul style="list-style-type: none"> • Holidays and Leisure
<p>Children will be taught to:</p> <ul style="list-style-type: none"> * Listen attentively to spoken language, join in and respond: <i>understand and respond to a range of words, phrases and sentences e.g. following instructions or joining in with a story</i> * Explore patterns/sounds of French through songs and rhymes and link the spelling, sound and meaning of words: <i>listen to rhymes and songs and identify/repeat particular sounds</i> * Engage in conversations; ask/answer questions; express opinions and respond to those of others; seek clarification and help: <i>communicate in the language at a simple level and ask/answer questions</i> * Speak in sentences, using familiar vocabulary, phrases and basic language structures: <i>repeat and adapt sentences heard based on familiar vocabulary</i> * Develop accurate pronunciation and intonation: <i>imitate accurate pronunciation and read aloud familiar words, phrases and sentences using accurate pronunciation</i> * Present ideas/information orally to a range of audiences: <i>perform a short presentation based on a model/learnt, speaking clearly</i> * Read carefully and show understanding of words, phrases and simple writing: <i>recognise and read some familiar words, phrases and simple sentences in written form</i> * Appreciate stories, songs, poems and rhymes in the language: <i>listen to stories, poems and songs</i> * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary: <i>work out the meaning of, learn and remember new words encountered in reading</i> * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly: <i>write words and short phrases from memory</i> * Describe people, places, things and actions orally and in writing: <i>use some simple adjectives to describe things orally/ write descriptive sentences</i> * Understand basic grammar appropriate to the language being studied: <i>recognise some word classes; know that nouns may have different genders; understand basic word order in sentences and compare to English; use articles and possessive pronouns appropriately; recognise questions and negative sentences</i> 			
Trips/ Topic days	<ul style="list-style-type: none"> • Harvest festival • Chocolate Workshop 	<ul style="list-style-type: none"> • Chinese New Year • World Book Day • Science Museum 	<ul style="list-style-type: none"> • Egyptian Day • KS2 production